Indiana Department of Education
SUPPORTING STUDENT SUCCESS

School Improvement Grant (1003g)

LEA School Application: Tier I and Tier II

**The LEA must complete this form for *each* Tier I or II school
applying for a school improvement grant.**

School Corporation   <u>East Allen County Schools</u>   Number <u>0255</u>

School Name   <u>Village Elementary School</u>

After completing the analysis of school needs and entering into the decision-making process in this application, reach consensus as to the school intervention (improvement) model to be used and place a checkmark below:

□ Turnaround   □ Restart

☑ Transformation   □ Closure

A. LEA Analysis of School Needs

➢ *Instructions:*

1) With an LEA improvement team that includes staff from the school, complete the two worksheets on the following pages "Analysis of Student and School Data" and "Self-Assessment of High-Poverty, High-Performing Schools."
2) Develop findings from the data - short phrases and sentences that indicate the facts revealed by the data.
3) Complete a root cause analysis of the findings - the underlying reason for the finding.
4) Consider overall the meaning of the data, the findings, and the root cause analysis in terms of student, teachers, the principal and school needs.

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Worksheet #1: Analysis of Student and School Data

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➤ *Instructions:*
- Complete the table below for each student group that did *not* meet AYP for performance in English/language arts and/or mathematics for 2008-2009. (Do not list those groups that *did* meet AYP).
- Student groups would include American Native, Asian, Black, Hispanic, White, Free/Reduced Lunch, Limited English Proficient and Special Education.
- For LEA data, see the IDOE web site: http://mustang.doe.state.in.us/AP/ayppress.cfm

English/Language Arts

Student groups not meeting AYP (list groups below)	% of this group not meeting AYP	# of students in this group not meeting AYP	How severe is this group's failure? (high, medium, low)	How unique are the learning needs of this group? (high, medium, low)
Overall	52%	56	High	High – 76% of this population qualifies as free/reduced
Black	54%	48	High	High
Free lunch	51.2%	48	High	High – Limited resources impact student achievement

Mathematics

Student groups not meeting AYP (list groups below)	% of this group not meetig AYP	# of students in this group not meeting AYP	How severe is this group's failure? (high, medium, low)	How unique are the learning needs of this group? (high, medium, low)
Overall	64.2%	70	High	High -76% of this population qualifies as free/reduced
Black	66.7%	60	High	High
Free Lunch	65.1%	54	High	High – Limited resources impact student achievement

What are the key findings from the student achievement data that correspond to changes needed in curriculum, instruction, assessment, professional development and school leadership?	What is at the "root" of the findings? What is the underlying cause?
Not appropriate example: Students from Mexico aren't doing well in school."	*Inappropriate example:* "Hispanic students watch Spanish television shows and their parents speak Spanish to them at home all the time so they aren't learning English."
Appropriate example: "75% of our Mexican students who have been in the U.S. for three years or more are not passing E/LA ISTEP+."	*Appropriate example:* "Our ELL program provides only one-hour of support per week for students who have been in the U.S. for three or more years."
Appropriate example: "65% of our students with free and reduced lunch did not pass ISTEP+ in the E/LA strand of 'vocabulary'."	
65% of our students with **free / reduced lunch** did not pass ISTEP+ mathematics test. - Within that group **81%** of our **4th grade students** with free / reduced lunch did not pass the ISTEP+ mathematics test. - In all of the strands**: Number sense, computation, algebra and functions, geometry, measurement, data analysis, and problem solving,** the percentage of students not passing these strands were in a consistent range of **75% not passing**. **69%** of our **5th grade students** did not pass the **geometry** strand of the mathematics ISTEP+. **80%** of our **4th grade Black students** who also are **free / reduced lunch** did not pass the mathematics ISTEP+. - Based on our Wireless Generation data, **100%** of our **newcomer students in 1st and 2nd grade** have remained in the **intensive category** from the beginning of the year (BOY) to the middle of the year (MOY).	- Inexperience in teaching of many staff members - Short length of the school day for students - Difficulty in development of the daily schedule to obtain consistent, uninterrupted blocks of time for student learning - Until SY2009-2010 there was no small group instruction in the intermediate grades - SY2009-2010 instructional time for math instruction increased 30 minutes per day in all classrooms - Our Newcomer program provides instruction in basic vocabulary and skill acquisition for students who have been in the U.S. for a year or less. Teachers instructing newcomers have only a year of teaching experience with little opportunities for professional development.

Student Leading Indicators

> *Instructions:*
>   1) Using school, student and teacher data, complete the table below
>   2) If the indicator is not applicable, such as "dropout rate" for an elementary school, write "NA" - not applicable - in the column.
>   3) Review the data and develop several key findings on the next page.

	2007-2008	2008-2009
1. Number of minutes within the school year that students are to attend school	57,600	57,600
2. Dropout rate*	NA	NA
3. Student attendance rate*	95.6%	95.4%
4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), early-college high schools, or dual enrollment classes	NA	NA
5. Discipline incidents*	510	107
6. Truants*	627	711
7. Distribution of teachers by performance level on LEA's teacher evaluation system **Evaluation A**= 1st and 2nd year teachers/ teachers new to EACS/ teachers in the Assistance Phase **Evaluation B**=3rd and 4th year teachers/teachers new to EACS with 2 or more years of prior teaching/teachers recommended for Plan B by their administrator **Evaluation C**= Occurs at least once every three years/self-evaluation for professional growth/ teachers may have up to two years to complete their plan		**29% =A** **38%= B** **32% = C**
8. Teacher attendance rate	86%	90%

*If this school is a high school, disaggregation of the data by student groups would be informative in your planning.

What are key findings or summaries from the student leading indicator data?	What is at the "root" of the findings? What is the underlying cause?
Inappropriate example: "Teachers are absent a lot." *Appropriate example:* "Teachers on average are out of the classroom 32 days of the school year."	*Inappropriate example:* "Teachers don't feel like coming to school" *Appropriate example:* "Teachers' working conditions are poor - limited heat in the classrooms; teachers attend three weeks of professional development during the year and the school has difficulty finding substitutes so students are placed in other teachers' classrooms."
• Teachers have improved their attendance rate by four (4) percentage points from the period SY2007/2008 to SY2008/2009 • The overall discipline rate has improved by 403 incidents for the period SY2007/2008 to SY2008/2009.	• Teacher absence for professional development • Teacher mobility to other schools within the corporation • The school climate and culture has improved due to leadership changes within the school and technical assistance from the SEA and LEA in school year 2009-2010. • Although the discipline rate has improved due to teacher focus on challenging behaviors, the rate is still not acceptable as we strive to have 100% of our students in school 100% of the time.

Worksheet #2: Self-Assessment of Practices High-Performing Schools

➢ *Instructions:*
- The following table lists the research and best practices of effective schools, especially those of high-poverty, high-performing schools. These practices are embedded in the school intervention/improvement models as well.
- Using a team that knows the school well, critically consider the practices of the school and determine a score of 1-4 with four being the highest.
- As with the other previous data sources, use the scores to develop a set of key findings.

The Principal and Leadership	1	2	3	4	The Principal and Leadership
1. Spends most of the time managing the school.		X			1. Spends great deal of time in classrooms.
2. Is rarely in the classrooms.		X			2. Conducts frequent walk-throughs.
3. Is not knowledgeable about English/ language arts or mathematics instruction.				X	3. Knows E/LA and mathematics instruction well and is able to assist teachers.
4. Serves as lone leader of the school				X	4. Utilizes various forms of leadership teams and fosters teachers' development as leaders.
5. Must accept teachers based on seniority or other union agreements rather than on their effectiveness in the classroom.	X				5. Is not bound by seniority rules in hiring and placement of teachers.
Instruction	**1**	**2**	**3**	**4**	**Instruction**
1. Is primarily lecture-style and teacher-centered.			X		1. Includes a variety of methods that are student-centered.
2. Places the same cognitive demands on all learners (no differentiation).			X		2. Provides various levels of cognitive demands (differentiation; Response to Intervention - RtI).
3. Is primarily textbook-oriented.			X		3. Uses multiple sources beyond textbooks.
4. Does not include technology.			X		4. Includes frequent use of technology.
5. Works alone, rarely meeting in or across grade-level teams to discuss and improve.			X		5. Works in teams, discussing student learning and instructional ideas.
6. Instruction is rarely evaluated and connections to student learning growth or increased graduation rates are not made.			X		6. Instruction is evaluated through rigorous, transparent, and equitable processes that take into account student growth and increased graduation rates.
7. Instruction is not increased to allow for more student learning time.			X		7. Schedules and strategies provide for increased student learning time.

Curriculum	1	2	3	4	Curriculum
1. Leadership does not observe or evaluate teachers for use of the curriculum.				X	1. Is observed by school leadership that it is being taught.
2. Is considered to be the textbook or the state standards.		X			2. Is developed by the district/teachers based on unpacking the state standards.
3. Is not aligned within or across grade levels.		X			3. Is aligned within and across grade levels.
4. Is not rigorous or cognitively demanding.			X		4. Is rigorous and cognitively demanding.
5. Is not available to all students, e.g., English language learners or students with disabilities as they are not present in the regular classroom during core instruction time.		X			5. Is accessible to all students through placement in regular classroom during instruction of the core curriculum.
6. Is not differentiated for struggling students.			X		6. Is differentiated for struggling students.
Data - Formative Assessments	1	2	3	4	**Data - Formative Assessments**
1. Are not regularly used by teachers.			X		1. Are used to implement an aligned instructional program.
2. Are not routinely disaggregated by teachers.			X		2. Are used to provide differentiated instruction.
3. Are not used to determine appropriate instructional strategies.			X		3. Are discussed regularly in teacher groups to discuss student work
Professional Development	1	2	3	4	**Professional Development**
1. Is individually selected by each teacher; includes conferences and conventions.				X	1. Is of high quality and job-embedded.
2. Is not related to curriculum, instruction, or assessment.				X	2. Is aligned to the curriculum and instructional program.
3. Is short, i.e., one-shot sessions.			X		3. Includes increasing staff's knowledge and skills in instructing English language learners and students with disabilities.
4. Does not include follow-up assistance, mentoring, or monitoring of classroom implementation.				X	4 Is developed long-term; focuses on improving curriculum, instruction, and formative assessments.
Parents, Family, Community	1	2	3	4	**Parents, Family, Community**
1. Does not provide extended supports.				X	1. Provides social and emotional supports from school and community organizations.
2. Does not ensure a safe school and community environment for children.				X	2. Creates a safe learning environment within the school and within the community.
			X		3. Includes use of advisory periods to build student-adult relationships.

Cultural Competency	1	2	3	4	Cultural Competency
1. Holds the belief that all students learn the same way.				X	1. Holds the belief that students learn differently and provides for by using various instructional practices.
2. Uses the textbook to determine the focus of study.		X			2. Combines what learners need to know from the standards and curriculum with the needs in their lives.
3. "Cultural instruction" is limited to study of flags, festivals, and foods of countries/people.		X			3. Provides culturally proficient instruction, allows learners to explore cultural contexts of selves and others.
4. Does not investigate students' level of education prior to coming to the United States; home languages; the political/economic history; conditions of countries or groups.		X			4. Investigates students' education prior to coming to the United States; home languages; political/economic history; conditions of countries or groups.
5. Does not connect curriculum and learning to students' own life experiences as related to race, ethnicity, or social class.		X			5. Connects curriculum and learning to students' own life experiences as related to race, ethnicity or class.

What are the key findings from the self-assessment of high-performing schools? *Appropriate example:* "We don't have a curriculum aligned across grade levels."	What is at the "root" of the findings? What is the underlying cause? *Appropriate example* "We don't know how to align our curriculum across grade levels."
• We do not have a curriculum aligned across the grade levels in the school corporation; the curriculum for English / Language Arts is being developed the spring of 2010. • Our cultural competency is not fully developed for our ESL population; we lack training and knowledge • Teacher sustainability at Village is not adequate. • Leadership time in the classrooms has been limited during the school year.	• At the building level, we do not know how to align curriculum across grade levels; especially with the inexperience of much of our certified staff. • Most staff members do not understand and are not aware of many of the cultural beliefs or values of the ESL student population. • We are bound by the Corporation's teacher union contract which is driven by teacher seniority. • Leadership focus was based upon management and operations functions at the school due to the shortage of administrative staff through the majority of the school year.

B. Selection of School Improvement Model

➤ *Instructions:* Read and discuss with the team the elements of the four school intervention models below.

Turnaround Model	Transformation Model
Required Elements	***Required Elements***
Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a turnaround office, hire a turnaround leader, or enter into a contract to obtain added flexibility in exchange for greater accountability.	Develop Teacher and Leader Effectiveness 1. Replace the principal who led the school prior to implementing the model. 2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student growth, multiple assessments, and increased graduation rates. Evaluations are developed with teacher and principal 3. Reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and H.S. graduation rates. Remove those who, after opportunities have been provided to improve, have not. 4. Provide staff ongoing, high quality, job-embedded professional development that is aligned with the instructional program and designed with school staff. 5. Implement strategies such as financial incentives, promotion, career growth, and flexible work conditions that are designed to recruit, place and retain staff.
Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	
Promote the use of student data to inform and differentiate instruction.	
Establish schedules and implement strategies that provide increased learning time.	
Provide appropriate social-emotional and community-oriented services and supports for students.	Increasing Learning Time and Creating Community-Oriented Schools 1. Establish schedules and implement strategies that provide increased learning time. 2. Provide ongoing mechanisms for family and community engagement.
	Comprehensive Instructional Reform Strategies 1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards. 2. Promote the continuous use of student data to inform and differentiate instruction.
	Provide Operational Flexibility and Sustained Support 1. Give the school sufficient operational flexibility (staffing, calendars/time and budgeting). 2. Ensure school receives ongoing, intensive technical assistance and support from the LEA, SEA, or designated external lead partner organization.

Turnaround Model
Permissible Elements
New school model (e.g., themed, dual language academy
Any of the required and permissible activities under the transformation model – these would be in addition to, not instead of, the actions that are required as part of a turnaround model.

Transformation Model
Permissible Elements

Develop Teacher and Leader Effectiveness

1. Provide additional compensation to attract and retain staff with skills necessary to meet the needs of students in a transformation model.
2. Institute a system for measuring changes in instructional practices resulting from professional development.
3. Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.
4. LEAs have flexibility to develop and implement their own strategies to increase the effectiveness of teachers and school leaders. Strategies must be in addition to those that are required as part of this model.

Comprehensive Instructional Reform

1. Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity.
2. Implement a school-wide "response–to–intervention" model.
3. Provide additional supports to teachers and principals to implement strategies to support students with disabilities and limited English proficient students.
4. Using technology-based supports.
5. In secondary schools –
   a) increase rigor
   b) summer transition programs; freshman academies
   c) increasing graduation rates establishing early warning systems

Increasing Learning Time and Creating Community-Oriented Schools

1. Partner with parents, faith and community-based organizations, health clinics, State or local agencies to create safe environments.
2. Extend or restructure the school day to add time for such strategies as advisory periods that build relationships.
3. Implement approaches to improve school climate and discipline.
4. Expand the school program to offer full-day kindergarten or pre-kindergarten.

Operational Flexibility and Sustained Support

1. Allow school to be run under a new governance arrangement, e.g., turnaround division in the LEA.
2. Implement a per-pupil school-based budget formula that is weighted based on student needs.

Restart Model	School Closure Model
Required Elements	**Required Elements**
Convert a school or close and reopen it under a charter school operator, a charter management organization or an educational management organization.	Close the school and enroll the students in other schools in the LEA that are higher achieving.
Must enroll within the grades it serves, any former student who wishes to attend.	
Permissible Elements	
May implement any of the required or permissible activities of a turnaround model or a transformation model.	

➢ *Instructions:* Reflect on the data, findings, root cause analysis, and self-assessment and the elements of the four improvement models. As a team, reach consensus as to the model that is the best fit for the school and that has the greatest likelihood, when implemented, of affecting principal leadership, teacher instruction, and student learning.

Intervention model selected: **Transformational**

(1) *Describe how the model corresponds to the data, findings, root cause analysis and self-assessment.*

RESPONSE: Based upon the issues identified in our building through our data, findings, root cause analysis as well as our self-assessment, the following **four critical reforms** must be taken to transform our school and achieve our aggressive student achievement goals. Therefore, we are selecting the following **four (4) reform areas** to focus our transformation:

1. Improve school-wide **climate and discipline through specific focused school-wide procedures and processes**
2. Strengthen the **core academic program particularly in English / Language Arts and ESL programming** with focused, job-embedded **professional development** monitored for fidelity by the building administrator.
3. Create a system and structure of **academic teams and common planning time to analyze student data**
4. **Increase the amount of learning time** by 135 hours per school year (includes dismissal time).

(2) *Describe how the model will create teacher, principal, and student change.*
RESPONSE:

1. Improve School-wide climate and discipline: All staff will be trained on **Positive Behavior Intervention Strategies** and **Restorative Justice**. Restorative Justice is a decision making framework that guides the implementation of best evidence-based academic and behavioral practices for improving academic and behavioral outcomes for our students. This will result in a teacher and student change to less reactive responses to behavioral issues, improved classroom management (Fred Jones model or similar) and student discipline, and increased supports for students whose behaviors may require more specialized assistance.

- All students will be assigned to an interdisciplinary team which will implement the **Response to Intervention (RtI)** model to ensure each student's individual success.
- All students will participate in a morning meeting in all classrooms to develop relationships and to monitor student/family concerns.
- Comprehensive and systemic community mentoring is an integral part of this model which will result in a change in school climate through positive interactions with community adult role models.
- Staff will participate in classroom management training (Fred Jones) that will facilitate behavior management during the school day.
- All staff will be trained in Restorative Justice and Family Group Decision Making.
- A Parent Academy will be established to increase the engagement of parents in their children's education and in the life of our school.

2. Strengthen the core academic program particularly in language arts, mathematics and ESL programming with focused, job embedded professional development monitored by the building administrator:
- A new language arts curriculum will be implemented in the fall of 2010.
- Three (3) instructional coaches will provide job-embedded professional development and will be attached to grade level teams.
- All staff will be trained in NUA strategies by NUA Leadership Team members within the Village staff. The Village NUA Leadership Team members will receive additional training in the NUA strategies from the mentor at Prince Chapman Academy (our area's middle school). The Village NUA Leadership team will in turn train and hold our staff accountable to implement the NUA strategies in all classrooms.
- A concerted focus on math strategies, especially problem-solving strategies will be implemented.
- The building administrator will spend at least 40 – 60% of the time monitoring classrooms and providing feedback to teachers on the efficacy of their instructional practice.

- The leadership improvements will continue to be supported by a Mentor principal
- SmartBoards, a mobile lab, and response systems will be added to the building
- Our current preschool program will be expanded to include a wrap-around program to address early learning and prepare children for the classroom environment at an earlier age. This wrap-around program will require 1 preschool teacher, 1 daycare paraprofessional, 1 daycare teacher and bus assistants as well as bus seats which are designed for pre-school aged children.
- To accomplish common planning time with current staffing needs is impossible. Therefore, the addition three (3) certified teachers will be hired to ensure appropriate class size and availability for collaboration time scheduling.

3. Analyze student data
- All teachers will implement rigorous data analysis during their common planning time.
- The tiered Response to Intervention model will be implemented school-wide.
- All staff data training will focus on specifically how teachers and administrators use data to improve instruction.

4. Increase the amount of learning time:
- An extra 135 hours of instruction will be added to the school year (includes dismissal time). Within these extra 30 minutes per school day, students will be engaged in certified teacher instruction focused around art, music, and physical education. After the end of the school day, teachers will remain in the building to participate in 30 minutes of required collaboration which will focus on student-by-student data analysis. Community partnerships will be established after the school day.

C. LEA Capacity to Implement the Intervention Model

> *Instructions:* Consider each topic under the column "capacity" and determine if the district currently has or will develop the ability to complete this task. Select "yes" or "no." List the evidence available should IDOE request proof of the district's capacity (e.g., resumes of all teachers to show their previous work with the improvement models).

Capacity Task	Yes	No	District Evidence
1. The budget includes attention to each element of the selected intervention. *All models*	X		**Attached budget is aligned to four (4) reform areas and is specific to the initiatives within each reform area.**
2. The budget is sufficient and appropriate to support the full and effective implementation of the intervention for three years. *All models*	X		**The required timeline and budget are included in this application (see specifically Section E for our program Timeline and the Budget Section for our detailed program Budget). In addition. We have attached a three-year proposed Professional Development timeline which we have prepared to show our capacity for immediate implementation of this program upon approval of funding.**
3. Projected budgets meet the requirements of reasonable, allocable, and necessary. *All models*	X		**The budget reflects adherence to Indiana Board of Accounts rules and regulations and are appropriate for the transformational goals we have established.**
4. The budget is planned at a minimum of $50,000 and does not exceed two million per year per school. *All models*	X		**Total requested budget is $5,749,220:** **Year 1 = $1,992,927.50** **Year 2 = $1,878,115.00** **Year 3 = $1,878,177.50**
5. The district has the resources to serve the number of Tier I, II, and III schools that are indicated. *All models*	X		**Turnaround Division established in the district.**
6. A clear alignment exists between the goals and interventions model and the funding request (budget). *All models*	X		**Budget is established and is aligned with the identified four (4) reform areas.**
7. Principals and staff have the credentials and a demonstrated track record to implement the selected model. *All models*	X		**Resume and/or Job Description of individuals to lead this transformation:** • **Manager of Community Partnerships** • **Community Coordinator** • **Replacement Principal (TBD)** • **Instructional Coaches (TBD)** • **Manager of Family Group Support (TBD)** • **Family Group Specialist (TBD)** • **Certified Teachers (TBD)**

Capacity	Yes	No	District Evidence
8. The district has received the support of parents and the community to implement the intervention model, including multiple meetings to seek their input and inform them of progress. *All models*	X		**Sign-in sheets and agendas from the community meetings which have been conducted in order to appropriately prepare, discuss and submit this application. (All meetings are listed on the cover application completed by our District. A representative sampling of these items is attached. If additional information is requested by the IN-DOE, we will provide it.)**
9. The school board has expressed commitment to eliminating barriers to allow for the full implementation of the selected model. *All models*	X		**Minutes from the Corporation's Board of School Trustees meeting of 04/20/2010. (See attached)**
10. The superintendent has expressed commitment to eliminating barriers to allow for the full implementation of the selected model. *All models*	X		**Letter of commitment from the Corporation's Superintendent (see attached).**
11. The teacher's union has expressed commitment to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day. *Turnaround, Transformation Models*	X		**Letter from President of the Teachers' Union (EAEA) (see attached)**
12. The district has the ability to recruit new principals. *Turnaround, Transformation Models*	X		**Posting and job description reflects adherence to the transformational requirements. (See attached)**
13. The timeline is detailed and realistic, demonstrating the district's ability to implement the intervention during the 2010-2011 school year. *All models*	X		**The timeline for implementing the four areas of reform to transform our school is aggressive as all four areas will be implemented during SY2010/2011 as described in Section E of this application. In addition, please refer to our attached proposed three-year Professional Development timeline. We prepared this document to show our capacity and ability for immediate program implementation upon your approval.**

Capacity	Yes	No	District Evidence
14. District staff has high levels of expertise and successful experience in researching, and implementing the selected intervention model. *Turnaround, Transformation, Restart Models*	X		• **Britt Magneson (Title I director as well as our Executive Director of Student Services - see attached resume)** • **Natalie Drummond (Director of Instructional Support - see attached resume)** • **Marilyn Hissong (Administrator on Special Assignment - see attached resume)** • **James Hendrix (Title I Assistant Director – potentially Manager of Community Partnerships- see attached resume)** • **Rose Fritzinger (Director of Development – see attached resume)** • **Shirley Smith (Student Relations Coordinator – potentially Manager of Family Group Support - see attached resume)**
15. The district demonstrates the ability to align federal, state, and local funding sources with grant activities *All models*	X		**Under the leadership of the Superintendent, funds will be focused towards the successful implementation of the four (4) reform areas identified. Federal, state and local funds will be coordinated to meet this purpose including but not limited to Title I, Title IIA, Title III, as well as funding the Corporation receives to assist our burgeoning refugee student population. Program directors will coordinate this effort.**
16. The district demonstrates the ability and commitment to increased instructional time. *Turnaround, Transformation Models*	X		**The increase in instructional time has been approved by our School Board (pending approval of this 1003g funding to allow for implementation). Board approval is contingent upon receipt of this 1003g grant award from the IN-DOE.**

D. LEA Commitments (Actions) for All School Intervention/Improvement Models

➢ *Instructions:*

1) All districts, regardless of the school improvement model that will be implemented, are to <u>complete the table below</u>.
2) There are five required LEA commitments or actions that districts have already implemented or which must take place in *school year 2010-11*.
3) In the second column, provide a short description of how the commitment was completed or the district's plan to complete it.
4) For how the descriptions of commitments will be scored, <u>see the scoring rubric in Attachment A</u>.

Indicators of LEA Commitment	Description of how this commitment was or will be completed
1. Design and implement school intervention model consistent with federal application requirements.	No response needed here as this information is required later in the description of the model selected.
2. The LEA has or will recruit, screen, selects and support appropriate external providers.	EACS has established prior professional relationships with all of the external providers participating in our transformation model. This 1003g funding will provide us with the opportunity to truly develop these professional relationships to the next level which will support the transformation of our school. **External provider #1 to address strengthening academic core**: **NUA's Turnaround Leadership Institute** – The district has an established relationship with the National Urban Alliance (NUA). The **National Urban Alliance** has formed partnerships with school districts from around the country and has a proven record of success. Within our district, teachers have embraced NUA strategies through year-long comprehensive staff development. In January and March of 2009, principals participated in NUA Leadership Training. This training will continue in 2010. In particular, our building's principal will participate in the NUA Turnaround Leadership Institute and includes the Multi-District Leadership Training cohort (consortium of other principals). Instructional coaches will attend NUA Summer Academy (3 days). This initiative is based on the VAL Ed model (Valparaiso) and consists of a two-year commitment.

External provider #2 to address school climate and culture:
1. **Restorative Justice and Family Group Decision Making** models. We will enter into a partnership with the Allen County Juvenile Justice System (under the leadership of the Honorable Allen County Judge Pratt) to implement the national Restorative Justice and Family Group Decision Making models. Training will be provided in the summer and throughout the 2010 – 2011 school year.
2. **Positive Behavior Intervention Supports (PBIS)** – We will contract with Jefri Voekel, PBIS trainer, to begin our implementation of our school's PBIS program. This is a nationally-recognized SBR model which is sponsored by the American Humane.

External provider #3 to address strengthening the core academic: Robert Trammel Inc. provides staff training in problem solving strategies. His on-site work with staff takes him into classrooms to work individually with teachers, as well as working in small groups with grade level teachers during his visits (see attached resume).

External provider #4 Data Analysis – The **Leadership and Learning Group** has an established reputation in the state and nationally for delivering high quality data analysis professional development based on school needs.

Indicators of LEA Commitment	Description of how this commitment was or will be completed
3. *Align other resources with the school improvement model.* (For examples of resources and how they might align, see Attachment B).	
o For *each* resource identified, *specific ways* to align it to the intervention model has been provided.	• Non-English Speaking Program (NESP) grant and Title III, Part A – Limited English Proficient funding is currently received by the district and utilized to provide a Hispanic and Burmese parent liaison. Professional development for ESL and general education teachers will continue to also be supported. • Professional Development will be supported by Title III and NESP funds for building background knowledge, affective filter, and planning and integrating content and ELP standards, and building academic vocabulary. Professional development for bilingual support staff will include intake study, interpretation processes and classroom management (i.e. Fred Jones), and vocabulary development instruction. • High Ability (HA) funds are currently received by the district and utilized ½ to provide for a district-wide HA coordinator and ½ for training and materials for instruction with high ability students. Current HA efforts are focused on grades K-12.
o *Multiple* financial and non-financial resources have been identified and describe how they would align to the model.	Our community program will be extensive and help us to transform our school. We have identified the following partners and we will continue to add to the list: American Red Cross; Big Brothers / Big Sisters; EACS Pastoral Advisors; Fellowship Missionary Church; Fort Wayne Police; Fort Wayne Komets (hockey); Fort Wayne Mad Ants (basketball); Fort Wayne Tin Caps (baseball); Fort Wayne FireHawks (football); Girl Scouts and Boy Scouts; Lutheran Homes; McDonald's; Parent Academy Volunteers; Walmart; Burger King; Hessen Cassel Library; Fort Wayne National Guard; Boy and Girls Mentoring Clubs; St. Francis University; IPFW University; United Way; Allen County Drug and Alcohol Consortium; Burmese Advocacy Center; Vera Bradley; Lincoln Financial Group; Wells Fargo; Indiana Tech; Ivy Tech; Scholarship for summer camp experiences; and Trier Ridge Community Church. A **Request For Proposal (RFP)** is in the development stages at this time in preparation for requesting and receiving applications from the above-listed organizations and other potential community partners who are interested in participating. Through the RFP process, we will obtain detailed information related to appropriate learning opportunities for community partners to provide definitive electives. Programs will be aligned to the individual learning needs of our students.

Indicators of LEA Commitment	Description of how this action was or will be completed
4. Modify LEA practices and policies to enable the school to implement the intervention model fully and effectively.	
Teacher and principal evaluations differentiate performance across four rating categories (i.e., highly effective, effective, improvement necessary, ineffective).	A district committee consisting of administrators and district-level personnel will create a teacher evaluation system based on the SEA-approved model. Using this re-tooled teacher evaluation system, the district will ensure on-going screening of effective staff and their instructional practices that truly improve student achievement.
Staff evaluation process includes *at least annual* observations for teachers and leaders and is *at least 51%* based on school and/or student performance.	A district committee will research and recommend a teacher evaluation process that includes annual observations and is based on school and/or student performance. All teachers will be included in this evaluation process. The district has reviewed the FIRST Strand model from Prince George School District and the district will continue to review this model in addition to the SEA-approved model to determine what will be best for us.
Clear dismissal pathway for ineffective teachers and principals.	Based on effective teacher evaluation models (such as FIRST strand at Prince George School District), clear objectives and performance levels will be adopted to ensure that only effective teachers remain at our building. Teachers who are evaluated and identified as meeting the requirements of "Highly Effective" or "Effective" will be eligible to receive a monetary bonus through this grant. Amounts will be determined based on the level of effectiveness (percentages). Teachers who are evaluated and identified as "Progressing" or "Ineffective" will not receive monetary bonuses. The evaluation tool for teachers and the principal will be in effect beginning with SY2010/2011.
Flexibility has been provided for hiring, retaining, transferring and replacing staff to facilitate the selected model.	Based on our committee work, Village Elementary School will have the flexibility to hire, retain, transfer and replace staff.

a) *Appropriate* amount of instructional time added (if required by the model).	135 additional hours of learning time will be added to the school year beginning with SY2010/2011 (includes dismissal time). Although Federal Guidelines state that 300 hours of extended learning time is optimal, our preschool students are not developmentally prepared for that length of an extension to their day and that is why we selected the lesser amount.

Indicators of LEA Commitment	Description of how this action was or will be completed
5. *Sustain the model after the funding period ends.*	
A. *Continuous* measurement of effectiveness of model's implementation provided.	Monthly evaluation and technical assistance will be established to review principal data on classroom observations, mClass assessments in reading and mathematics, Acuity data in language arts, mathematics, science and social studies, and morning classroom community builders (community relationship building within the classroom). These meetings will be attended by the Turnaround Division Administrator, Manager of Community Partnerships, Manager of Family Group Support, Administrator on Special Assignment, Principal and Director of Accountability. Through these regularly-scheduled and interactive meetings, we will continuously monitor the progress of our efforts throughout the term of this award.
B. Based on measurement, *routinely* adapts implementation to increase fidelity.	Through our monthly review meetings, analysis of the data will propel needed change and/or midcourse corrections. These meetings will be attended by the Turnaround Division Administrator, Manager of Community Partnerships, Manager of Family Group Support, Administrator on Special Assignment, Principal and Director of Accountability. Through these regularly-scheduled and interactive meetings, we will continuously work to adapt and improve the program to ensure that we regularly measure / evaluate our program's implementation. These meetings will continue to occur following the grant term to ensure sustainability of our transformation.

C. Provides *detailed* description of availability of funding, staff, and other resources to continue the intervention after funding ends.	Due to current fiscal considerations, sustaining the emphasis of this funding after the funding term ends is indeed a prodigious task. East Allen County Schools' commitment to secure additional funding is very strong. During the three-year period, we will work to develop resources to continue transformational programming at our school under the direction of the Superintendent and Board of School Trustees, as follows: 1. Stagger teacher schedules to continue extended learning 2. Develop strong commitments from community partners 3. Our district is in the process of reconfiguring our current programming and school offerings through our Facing the Future initiative. Based on a thorough review of our district and individual school data, we will be able to marshal our resources to our successful reform efforts.

E. Implementation of Specific Intervention Models: Turnaround, Transformational, Restart, Closure

> *Instructions:*

1) Scroll down to the intervention model that the school will be using. Complete the information for that model *only.*

2) Using the tables provided, develop a timeline for each element of the selected model listed in the first column. In the second column include the steps or tasks the district will complete to fulfill the requirements of the element. Also, list the lead person and when the task will occur, (names of months are sufficient).

3) Federal guidance notes that "the majority of the FY 2009 SIG funds will be used to fully implement the school improvement models in Tier I and II schools in the 2010-2011 school year" (F-2, p. 28). Thus, IDOE expects that all of the elements will be implemented during the 2010-2011 school year.

4) **Complete the table for only the model that the school will implement.**

5) If the improvement model will *not* be implemented, check "We will not implement this model."

Turnaround Model   (Guidance Document, Section B, pages 15-18)

☐ We will implement this model.   ■We will not implement this model - move to next model.

Transformation Model   (Guidance Document, Section E, pages 22-27)

■ We will implement this model.   □ We will <u>not</u> implement this model – move to next model.

If implementing the transformation model, complete the table below.

Elements	Tasks	Lead Person/ Position	Time Period (month)
1. *Replace the principal who led the school prior to implementing the model.*	• Determine Transformation job description • Post Job description • Screen and validate record of effective improvement of potential candidates through demonstrated efficacy of leading school transformation • Conduct interviews • Hire replacement principal	Superintendent	June
2. *Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement.*	• Convene committee with East Allen Educators Association - EAEA (our teachers' union) support • Recommend teacher/principal evaluation tool to be used beginning with the SY2010/2011. The Indiana Department of Education teacher evaluation and principal evaluation tools will be reviewed for utilization as we develop our evaluation models. Principals and teachers will be included in the discussions and we will utilize what flexibility is possible within our teachers contract to develop an appropriate evaluation tool for teachers. • We look forward to participating in technical assistance provided by the IN-DOE in various forms throughout this three-year program term.	Administrator on Special Assignment	June

3. *Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not.*	• Establish teacher/principal evaluation tool and process that establishes clear guidelines and duties and responsibilities for additional incentives and rewards. The district has reviewed the FIRST Strand model from Prince George School District and the district will continue to review this model. Additionally, the district will establish a committee to determine what model (or portions thereof) will work best for us. • Tied to our comprehensive teacher evaluation system will be required elements to receive the additional financial incentive.	Administrator on Special Assignment	August

Elements	Tasks	Lead Person/ Position	Time Period (month)
4. *Provide high quality, job-embedded professional development.*	1. Approved providers provide overviews and in-depth professional development on our initiatives (see specifically Section D (1) and D (2) of this application) 2. Our instructional coaches and principals will provide for demonstrations lessons, reflective planning, data analysis, and positive behavior support for all of our staff. 3. Our community partners who are selected through the RFP process will be required to attend school-based training on policies and procedures as a condition of their selection. 4. Refer to our proposed three-year Professional Development timeline (attached).	Turnaround Division Administrator	June
5. *Implement strategies to recruit, place, retain staff (financial incentives, promotion, career growth, flexible work time).*	Comprehensive staff evaluation model contains specific components to retain staff through financial incentives. Teachers will be evaluated using the evaluation tool. Teachers identified as "Highly Effective" and "Effective" will be rewarded with financial incentives. If necessary, when there are not enough teachers identified in those two categories, teachers will be recruited to fill those positions. Related to career growth opportunities, teachers who attain advanced education are provided additional pay (indexed) via the salary schedule.	Administrator on Special Assignment	August
6. *Provide increased learning time for students and staff.*	1. Obtain commitment from Teachers' Union 2. Distribute RFP to community for responses to be reviewed and selected based upon expertise and commitment 3. Arrange for transportation issues dealing with increased learning time schedule. 4. Establish schedule to accommodate extended-learning hours. 5. Organize and implement sustained community partnerships that provide resources during the extended schedule. 6. Manager of Community Partnerships will ensure implementation of effective partnerships.	Turnaround Division Administrator	July

Elements	Tasks	Lead Person/ Position	Time Period (month)
7. *Use data to implement an aligned instructional program.*	1. Teachers will be intensely trained on data analysis through the Leadership and Learning Center. 2. Establish assessment protocol for formative and summative assessments. 3. Establish collaborative norm for our teams required to discuss student data during their common planning time at least three (3) times per week. 4. Monthly review meetings to discuss program and analyze data will be attended by Turnaround Division Administrator, Manager of Community Partnerships, Manager of Family Group Support, Administrator on Special Assignment, Principal and Director of Accountability.	Director of Accountability	August
8. *Promote the use of data to inform and differentiate instruction.*	1. All teachers/staff are required to devote 60% of their common planning time to reviewing and analyzing student data which includes student discipline data, formative and summative assessment data. 2. A professional library will be established with data walls 3. Student assessment and behavior data will be in front of staff during faculty meetings, teacher lounges, and available in the professional library. 4. Each teacher will establish a data wall in professional library or instructional coaches' office. 5. Parent newsletters will contain ongoing student data progress. 6. Through professional development provided by NUA all staff will understand the required use of differentiated instruction in the classroom and will implement with fidelity.	Director of Accountability	August

Elements	Tasks	Lead Person/ Position	Time Period (month)
9. *Provide mechanisms for family and community engagement.*	In addition to our community component, which we have described throughout this application (i.e. the RFP process to select organizations and individuals to come forward to provide additional learning opportunities for our students, etc.), they attend "**Back to School Nights", Meet your Teacher Cook-out, and Parent/Teacher conferences.** • **Homework folders** and **Citizenship Journals** are sent home with students to keep parents informed of their student's progress as well as allow parents to communicate with teachers. • **The Village Tiger Talk newsletters** are used to keep parents informed of grade level happenings and also provide email contact information for teachers at Village. • **A Parent Liaison** position has been used to allow greater access to school activities for parents, coordinate volunteer programs, and coordinate special events for students, parents, and teachers. • **Telephone conferences, Informal parent/teacher conferences, and Individual Education Plan meetings** are held with parent attendance when appropriate. Parent initiated contact is always encouraged. • **Synrevoice** is a tool for parent notification of events relating to the school. A message is programmed into the system and then all school families receive a phone call with a verbal reminder of school events or other relevant information. • Parents who have access to a computer can view the **EACS website** for more school happenings or class specific information. This site includes an overview in each subject area, weekly standards in all areas,	Manager of Community Partnerships and Manager of Family Group Support	July

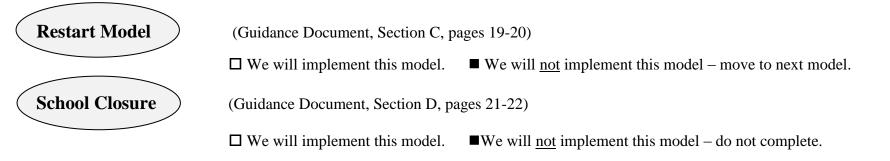|	homework assignments, and tips for parents. It is our goal that this site assists parents in helping their children our students become more successful and responsible. It also serves as a valuable communication tool between school and home. Parents can also access students' grades through the *Grade Book* on the *Parent Access Page* of our website.		
	• A **Community Mentor** will be on staff to provide services to both parents and students in order to create a more cohesive relationship between home and school. The community mentor will partner with community resources to assist in areas of language acquisition for parents, college application training, parent communication with schools, and volunteer coordination.		
	• A **clothing bank** is available to support families in need of clothing for their students. Coats, mittens/gloves, boots, shoes, underclothing and more are available. Hygiene products and school supplies are also provided.		
	• **Assessment data** is sent home with students to inform parents of their student's current abilities, growth, and where they should be for their current age and grade in school.		
	• **Individual meetings** will be held with new students one-on-one to assess students' abilities and gauge educational gaps.		
	• **A Parent Academy** will be implemented where parents may participate in a schedule of workshops to give parents the tools they need to help their children be successful in school. Examples of workshops may include: Financing your Child's College Education, Basic Computer Skills, Communicating with Your Child's Teacher, and ESL classes. Our goal is to show parents that educators appreciate, value, and respect them and their children, and		

	how parents how to support their child's education.		
10. Give the school sufficient operational flexibility (staffing, calendars/time, budgeting).	• Principal will have direct control of our school budget • Principal will work with Turnaround Division team members to establish appropriate staffing • Principal will work with the Turnaround Division team members to ensure effective use of all allocations and grant funding so that efforts will remain focused upon transformational change. • Transportation will be provided for the extended school day	Turnaround Division Administrator	June
11. LEA and, SEA supports school with ongoing, intensive technical assistance and support.	• Establish Turnaround Division where adequate flexibility in terms of staffing and resource procurement will occur. • Turnaround Division will implement transformation model.	Turnaround Division Administrator	May

➢ If implementing the transformation model, explain how the <u>recruitment and selection of a new principal</u> will take place.

> The principal vacancy will be posted by Director of Human Resources. Licensed and qualified candidates will be interviewed according to Board Policy. An interviewing committee is formed following Board Policy which ranks the finalists for the vacant position. The human resources department will proceed with EACS' hiring procedures including, but not limited to, an expanded background check and contacting references. The Superintendent shall have the final authority to recommend to the Board the prospective appointee.

<u>**Check Your Work**</u> - *Additional Requirements for All Models*

Requirement	Yes	No
1. *All* the elements of the selected intervention model are included.	X	
2. The descriptions of how *all* of the elements will be or have been implemented are specific, logical and comprehensive.	X	
3. The timeline demonstrates that *all* of the model's elements will be implemented during the 2010-2011 school year.	X	

Restart Model   (Guidance Document, Section C, pages 19-20)

☐ We will implement this model.   ■ We will <u>not</u> implement this model – move to next model.

School Closure   (Guidance Document, Section D, pages 21-22)

☐ We will implement this model.   ■ We will <u>not</u> implement this model – do not complete.

F. Annual Goals for Tier I and Tier II Schools for Accountability

Instructions:

1) Review the results of the two worksheets "Analysis of Student and School Data" and "Self-Assessment of High-poverty, High-performing School," the findings, and the root cause analysis.

2) Based on the baseline student data for ISTEP+ and/or end-of-course assessments, develop:

   o One English/language arts goal for "all students."

   o One mathematics goal for "all students."

   o For examples of goals, see guidance document, H-25, p. 41.

3) Schools serving students in grade 12 must also include a goal related to graduation.

4) Include goals for the three-year duration of the grant.

Note: Goals must be measurable and aggressive, yet attainable (SMART goals).

SY 2009-2010 Baseline Data (most recent available data that corresponds to the proposed goals)	Annual Goals		
	SY 2010-2011	**SY 2011-2012**	**SY 2012-2013**
Example: 50% of all students are proficient on ISTEP+ mathematics	75% of all students are proficient on ISTEP+ mathematics	85% of all students are proficient on ISTEP+ mathematics	95% of all students are proficient on ISTEP+ mathematics
35.8% of all students are proficient on ISTEP+ mathematics.	**46% of all students are proficient on ISTEP+ mathematics.**	**75% of all students are proficient on ISTEP+ mathematics.**	**95% of all students are proficient on ISTEP+ mathematics.**
48.1% of all students are proficient on ISTEP+ English.	**55% of all students are proficient on ISTEP+ English.**	**75% of all students are proficient on ISTEP+ English.**	**95% of all students are proficient on ISTEP+ English.**

➢ ***Complete "LEA Application: General Information" if have not already done so.***

Section II: Budget

Instructions:

1) Complete the budget pages provided in the attached Excel file for the three years (see copies in Attachment C). Electronically select each "tab" for years 2010-2011, 2011-2012, 2012-2013.

2) Indicate the amount of school improvement funds the school will use for each year of the grant period to implement the selected model in the school it commits to serve.

3) **The total amount of funding per year must total *no less than $50,000* and *no greater than $2,000,000* per year.**

Note: The LEA's budget must cover the period of availability, including any extension wanted through a waiver, and be of sufficient size and scope to implement the selected school improvement model in the school(s) the LEA commits to serve. It would be permissible to include LEA-level activities designed to support implementation of the selected school improvement model in the LEA's school.

4) Describe how the LEA will align federal, state, and local funding sources with grant activities. (see Attachment B for suggestions)

Non-English Speaking Program (NESP) grant provides for professional development for those engaging our non-English speaking students.

Alternative Education grant funds provide alternative education resources for our students aligned to our transformational plan.

IDEA funds provide an alternative special education program for our students that require additional behavior modification.

Title II – East Allen County Schools is utilizing Title II, Part A SY10/11 funds to provide the salary and benefits for a team of our expert teachers to develop a written curriculum which will be ready for implementation beginning in SY10/11.

Title III funds provide for a Hispanic and Burmese Parent Liaison and translator.

**Submit all materials in this document,
including the two worksheets in this application to IDOE**

Attachment A: LEA Commitments Scoring Rubric

1. Design and implement interventions consistent with the final requirements.		
Not Adequately Demonstrated	**Basic - Requires Revision 1-10 points**	**Proficient* 11-20 points**
o *None* of the elements of the selected intervention model are described. o The descriptions of how the elements will be or have been implemented are *not included.* o The timeline demonstrates that *none* of the model's elements are or will be implemented during the 2010-2011 school year. o LEA staff has *no* expertise or successful experience in researching, designing or implementing the selected intervention model or other reform models. o *No or little* engagement has occurred with the school community.	o *Some* of the elements of the selected intervention model are described. o The descriptions of how *some* elements will be or have been implemented are *not* detailed and/or steps or processes are *missing*. o The timeline demonstrates that *some* of the model's elements are or will be implemented during the 2010-2011 school year. o LEA staff has *some* expertise and successful experience in researching, designing, and implementing the selected model or other school reform models. o *Some* of the school community has been engaged in the progress and in providing input.	o *All* the elements of the selected intervention model are included. o The descriptions of how *all* of the elements will be or have been implemented are specific, logical and comprehensive. o The timeline demonstrates that *all* of the model's elements will be implemented during the 2010-2011 school year. o LEA staff has *high* levels of expertise and successful experience in researching, and implementing the selected intervention model. o The school community has been purposefully engaged *multiple* times to inform them of progress and seek their input.

*A proficient score is needed for approval.

2. The LEA has or will recruit, screen, select and support appropriate external providers.		
Not Adequately Demonstrated	**Basic - Requires Revision 1-10 points**	**Proficient* 11-20 points**
o *No plan* exists to identify external providers. o Available providers have *not been investigated* as to their track record.	o A *plan* exists to identify external providers willing to serve in the LEA's part of the state. o Available providers have been *investigated* to their past work with schools and districts in improvement.	o A *timely plan* exists to identify external providers willing to serve in the LEA's part of the state. o Available providers have been *thoroughly investigated* as to their past work with schools and districts in improvement.

o Parents and the community have *not been involved* in the selection process.	o Parents and the community are *involved* in the selection process.	o Parents and the community are *meaningful involved* from the beginning of the provider selection process.
o The provider *does not have* a track record of success.	o The provider selected *generally* has a track record of success.	o The provider selected has a proven track record of success in *similar schools and/or student populations*.
o The roles and responsibilities of the LEA and the provider *are not defined* in the contract.	o The roles and responsibilities of the LEA and the provider have been *broadly defined* in the contract.	o The roles and responsibilities of the LEA and the provider have been *clearly defined* in the contract.
o The LEA *does not indicate* that it will hold the provider accountable to high performance standards.	o The LEA *indicates* that it will hold the provider accountable to performance standards.	o The LEA and provider have *clear delineation* of roles and responsibilities in the contract.
o The capacity of the external provider to serve the school is *not described* or the capacity is *poor*.	o The capacity of the external provider to serve the school is *briefly described*.	o The LEA describes how it will hold the provider accountable to *high* performance standards.
		o The capacity of the external provider to serve the school is *clearly described.*

*A proficient score is rating is needed for approval.

3. The LEA has or will align other resources with the interventions.		
Not Adequately Demonstrated	**Basic - Requires Revision** **1-10 points**	**Proficient*** **11-20 points**
o *Inappropriate or a few* financial and non-financial resources have been identified.	o *Limited* financial and non-financial resources have been identified.	o *Multiple* financial and non-financial resources have been identified.
o Ways in which to align the interventions with resources have *not been provided* or *do not correspond* to the selected intervention model.	o For *some* of the resources identified, *general ways* to align to the intervention model have been provided.	o For *each* resource identified, *specific ways* to align to the intervention model has been provided.

*A proficient score is needed for approval.

4. The LEA has or will modify its practices and policies to enable it and the school the full and effective implementation of the intervention.		
Not Adequately Demonstrated	**Basic - Requires Revision 1-10 points**	**Proficient* 11-20 points**
o <u>Sources of Evidence</u>, e.g., district policy statements, board minutes, contractual agreements o Evaluation *does not* differentiate performance across categories. o The principal and teacher evaluation process includes *one or no* observations, based on school/student performance. o Dismissal policy is *never* utilized for ineffective teachers and principals. o *Very little or no flexibility* has been provided for hiring, retaining, transferring and replacing staff to facilitate the selected model. o *Very limited or no* additional instructional time added.	o <u>Sources of Evidence</u>, e.g., district policy statements, board minutes, contractual agreements o Evaluation indicates *some* differentiation of performance across categories (i.e., effective, ineffective). o The principal and teacher evaluation processes includes a *few* observations and is *less than 51%* based on school and/or student performance. o Dismissal policy is *rarely* utilized or implemented for ineffective teachers and principals. o *Limited flexibility* has been provided for hiring, retaining, transferring and replacing staff to facilitate the model. o *Some* instructional time added (if required by the model).	➢ <u>Sources of Evidence</u>, e.g., district policy statements, board minutes, contractual agreements o Evaluation differentiates performance across four rating categories (i.e., highly effective, effective, improvement necessary, ineffective). o Teacher and principal evaluations process includes *at least annual* observations for teachers and leaders and is *at least 51%* based on school and/or student performance. o Clear dismissal pathway for ineffective teachers and principals. o *Flexibility* has been provided for hiring, retaining, transferring and replacing staff to facilitate the selected model. o *Appropriate* amount of instructional time added (if required by the model).

(5) The LEA will provide evidence for sustaining the reform after the funding period ends.		
Not Adequately Demonstrated	**Basic - Requires Revision 1-10 points**	**Proficient* 11-20 points**
o *No* measurement of effectiveness of model's implementation provided. o Based on measurement, *never or rarely* adapts implementation o Provides *no or limited* description of potential availability of funding, staff, and other resources to continue the intervention after funding ends.	o *Some* measurement of effectiveness of model's implementation provided. o Based on measurement, *occasionally* adapts implementation to increase fidelity. o Provides *limited* description of availability of funding, staff, and other resources to continue the intervention after funding ends.	o *Continuous* measurement of effectiveness of model's implementation provided. o Based on measurement, *routinely* adapts implementation to increase fidelity. o Provides *detailed* description of the availability of funding, staff, and other resources to continue the intervention after funding ends.

*A proficient score is needed for approval.

Attachment B: Alignment of SIG with Other Funding Sources

Element of the Intervention	Intervention	Resource
Federal Resources		
Reform Focus #1: Improve **school-wide climate and discipline through specific focused school-wide procedures and processes.**	Transformation through PBIS, Restorative Justice and NUA initiative	**Title I – BASIC and ARRA** (district in improvement status)
Assistance with design and implementation of *improvement plan* **including high-quality job-embedded professional development** designed to assist schools in implementing the intervention model	Transformation through focused professional development aligned with state standards	**Title I – BASIC and ARRA** (district in improvement status)
Job-embedded **staff development** for teachers and principal aligned to grant goals to assist ESL learners and all of our students	Transformation to provide general educators and ESL educators with training	**Title III** **NESP Grant**
Use of **research-based instructional practices** that are vertically aligned across grade levels and the state standards	Transformation through NUA initiative	**Title I – BASIC and ARRA** (district in improvement status)
State Resources		
Reform Focus #2: Strengthen the **core academic program particularly in English / Language Arts and ESL programming** with focused, job-embedded **professional development** monitored for fidelity by the building administrator.	Transformation through increased collaboration time and development of written curriculum	**Current collaboration time (district-wide ½ hour student early release every Wednesday) is Corporation funded** **Curriculum development is Title II-funded**
High Ability student support.	Transformation through increased resources	**High Ability Grant**

NOTE: *The attachments to this application are provided in a separate document which was submitted with this application. Please review those attachments when you are considering this application for funding. Thank you.*